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Surname

Other names

Pearson Edexcel

Level 1/Level 2

GCSE (9–1)

Centre Number

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Candidate Number

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Geography A

Paper 3: Geographical Investigations: Fieldwork and UK Challenges

Sample assessment material for first teaching
September 2016

Time: 1 hour 30 minutes

Paper Reference

1GA0/03

You must have:

Resource Booklet, calculator

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A answer **one** from questions 1 and 2.
In Section B answer **one** from questions 3 and 4.
In Section C answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **show all your working out with your answer clearly identified** at the **end of your solution**.

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labeled with an **asterisk (*)** are questions where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar as well as the clarity of expression.*
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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SECTION A

Geographical Investigations – fieldwork

Answer only one question from Question 1: Investigating physical environments (rivers) and Question 2: Investigating physical environments (coasts).

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Chosen question number: **Question 1** ☐ **Question 2** ☐

Question 1: Investigating physical environments (rivers)

- 1** A group of students was collecting data along the length of a river as part of an investigation into changes in a river channel.

- (a) The students had planned to use a flow meter to measure the velocity of the river, but one of their chosen sites was too shallow.

State **one** way they could **adapt** their technique.

(1)

- (b) Give **one** piece of equipment, other than a flow meter, they would need to use to investigate river discharge.

(1)

- (c) Study Figure 1a in the Resource Booklet. It shows a sketch of sites used to collect river data.

Explain **one** reason why the students chose a stratified sampling approach.

(3)

- (d) (i) Study Figure 1b in the Resource Booklet.

Which of the following are the correct units used for cross-sectional area in Figure 1b.

(1)

- ☐ **A** m²
- ☐ **B** m³
- ☐ **C** cm²
- ☐ **D** mm²

- (ii) Calculate the mean and median depth of the river.

(2)

Mean depth = ... m

Median depth = ... m

(iii) Using Figure 1b, explain **one** reason why a student might choose to use the results from the median, rather than the mean.

(2)

You have studied a river as part of your own fieldwork.

(e) Evaluate the reliability of your conclusions.

(8)

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(Total for Question 1 = 18 marks)

Question 2: Investigating physical environments (coasts).

- 2 (a) A group of students were collecting data along the length of a coast as part of an investigation into coastal processes.

The students had planned to use a tape measure to measure the width of the beach, but the weather was very windy.

State **one** way they could **adapt** their technique.

(1)

- (b) Give **one** piece of equipment, other than a tape measure, they would need to use to investigate beach gradient.

(1)

- (c) Study Figure 2a in the Resource Booklet. It shows a sketch of sites used to collect coastal data.

Explain **one** reason why the students chose a stratified sampling approach.

(3)

(d) (i) Study Figure 2b in the Resource Booklet.

Which of the following are the correct units used for beach gradient in Figure 2b.

(1)

- ☐ A m
- ☐ B °
- ☐ C cm²
- ☐ D m³

(ii) Calculate the mean and median gradient of the beach.

(2)

Mean gradient = ... m

Median gradient = ... m

(iii) Using Figure 2b, explain **one** reason why a student might choose to use the results from the median, rather than the mean.

(2)

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You have studied a coastal area as part of your own fieldwork.

(e) Evaluate the reliability of your conclusions.

(8)

Area for student response with horizontal dotted lines.

(Total for Question 2 = 18 marks)

TOTAL FOR SECTION A = 18 MARKS

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SECTION B

Geographical Investigations – Human Environments

Answer only one question from Question 3: Investigating human landscapes (central/inner urban area) and Question 4: Investigating human landscapes (rural settlements).

Indicate which question you are answering by marking a cross ☐. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☐.

Chosen question number: **Question 3** ☐ **Question 4** ☒

Question 3: Changes in the central urban area/CBD

3 You have carried out fieldwork when investigating urban environments.

Name of your urban fieldwork location

(a) Explain **one** way in which the secondary data you collected supported your urban geographical investigation.

Name secondary data collection method

(3)

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- (b) Explain **one** way the physical features of the urban area you studied influenced the land use of the inner/central urban area.

(3)

- (c) Explain **one** disadvantage of the sampling strategy you used when investigating views of people on quality of the urban environment.

Name of sampling strategy

(4)

- (d) Figure 3 shows the results from a student's survey investigating shop types with distance from the CBD in Shrewsbury, a market town in Shropshire.

The aim of the student's investigation was to consider changes in land use in a central urban area/CBD.

The student surveyed land use along six roads out from the CBD and had seven categories of land use, to find out their variation within the town.

My Findings

- Retail was the dominant land-use category along the transect.
- Industry was found out of town at sites 5 and 6 only.
- There was more open space as we moved away from the CBD.
- As you move away from Shrewsbury's CBD, the types of land use change but, overall, land use remains varied along the transect.

Study Figure 3 in the Resource Booklet.

Evaluate the student's method and findings.

(8)

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(Total for Question 3 = 18 marks)

Question 4: Changes in rural settlements

- 4 You have carried out fieldwork when investigating rural environments.

Name of your rural fieldwork location

- (a) Explain **one** way in which the secondary data you collected supported your rural geographical investigation.

Name secondary data collection method

(3)

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- (b) Explain **one** way the physical features of the rural area you studied influenced the flows of people visiting.

(3)

(c) Explain **one** disadvantage of the sampling strategy you used when investigating views of visitors to the rural area.

Name of sampling strategy

(4)

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- (d) Figure 4 shows the results from a student's research into types of transport used throughout one day in Keswick, a rural market town in the Lake District.

The aim of the student's investigation was to investigate a popular tourist spot in the North West of England.

The student surveyed vehicle types at six points near the town centre and had seven categories of vehicle, to find out their variation at different times of the day.

My Findings

- CCars are the dominant transportation type throughout the day.
- Local buses run an inconsistent service.
- Motorbikes are the smallest proportion of traffic for each time period.
- Tourist coaches represent the highest proportion of traffic between the hours of 12 pm to 2 pm and 2 pm to 4pm.

Study Figure 4 in the resource booklet

Evaluate the student's method and findings.

(8)

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(Total for Question 4 = 18 marks)

TOTAL FOR SECTION B = 18 MARKS

SECTION C

UK Challenges

Answer ALL questions in this section.

Spelling, punctuation, grammar and specialist terminology will be assessed in Question 5(e).

5 Study Figure 5a in the Resource Booklet.

- (a) (i) Identify the country that has a greater proportion of urban ecosystems than woodland ecosystems.

(1)

- ☐ A England
- ☐ B Northern Ireland
- ☐ C Wales
- ☐ D Scotland

- (ii) State **two** reasons for differences in enclosed farming proportion between England and Scotland.

(2)

1

2

- (b) (i) Study Figure 5b in the Resource Booklet. The population of London in 2011 was 8.2 million.

Calculate the projected population size of London, in 2021, assuming the rate of population increase remains constant.

(1)

(ii) Give **two** reasons why an area may have a low rate of population change.

(2)

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(c) (i) Study Figure 5d in the Resource Booklet. Identify the modal class for net migration between 1995 and 2013.

(1)

- ☐ **A** 0-100 thousand
- ☐ **B** 100-200 thousand
- ☐ **C** 200-300 thousand
- ☐ **D** 300-400 thousand

(ii) Calculate the range for net migration between 1995 and 2013.

(1)

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(iii) Explain **two** reasons why net migration figures are often disputed.

(4)

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(Total for Question 5 = 28 marks)

TOTAL FOR SECTION C = 28 MARKS
TOTAL FOR PAPER = 64 MARKS